

*Business Education*  
10- 20- 30

*Optional Modules*

CURRICULUM

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# **BUSINESS EDUCATION**

## **10-20-30**

### **OPTIONAL MODULES**

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- BUSINESS COMMUNICATION
- BUSINESS CALCULATION
- RECORD KEEPING
- BUSINESS RESEARCH PROJECT
- GOAL SETTING AND CAREER DEVELOPMENT
- DICTA TYPING
- WORD PROCESSING
- SIMULATION

**INTERIM BUSINESS EDUCATION**







650  
1983-84  
Gr 10-11  
C 2

BUSINESS EDUCATION OPTIONAL MODULES (Interim)

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NOTE: This is an interim curriculum guide available for the optional implementation year, 1983-84. Mandatory implementation of the program is September, 1984.

This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Senior High School courses. The information contained in the guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.



# TABLE OF CONTENTS

| <u>Topic</u>                                                             | <u>Page</u> |
|--------------------------------------------------------------------------|-------------|
| 1. Acknowledgements .....                                                | 1           |
| 2. Table of Contents .....                                               | 2           |
| 3. Philosophy of Business Education Program .....                        | 3           |
| 4. Specific Objectives of the Business Education Program ....            | 4           |
| 5. Schematic Overview of High School Business Education<br>Program ..... | 5           |
| 6. Guidelines for Course Planning .....                                  | 6           |
| 7. Business Education Matrix .....                                       | 7           |
| 8. Alberta Education Publications .....                                  | 8           |
| 9. Introduction and Objectives: Optional Strand .....                    | 9           |
| 10. Flowchart of Modules Within Optional Subject Strand .....            | 10          |
| 11. Optional Modules:                                                    |             |
| 11.1 Business Communication - Development .....                          | 13          |
| 11.2 Business Communication - Practice .....                             | 15          |
| 11.3 Business Communication - Integration .....                          | 19          |
| 11.4 Business Calculation 1 .....                                        | 21          |
| 11.5 Business Calculation 2 .....                                        | 23          |
| 11.6 Business Calculation 3 .....                                        | 27          |
| 11.7 Record Keeping 1 .....                                              | 29          |
| 11.8 Record Keeping 2 .....                                              | 31          |
| 11.9 Record Keeping 3 .....                                              | 33          |
| 11.10 Business Research Project .....                                    | 35          |
| 11.11 Goal Setting and Career Development .....                          | 37          |
| 11.12 Dicta Typing 1 .....                                               | 39          |
| 11.13 Dicta Typing 2 .....                                               | 41          |
| 11.14 Word Processing 1 .....                                            | 43          |
| 11.15 Word Processing 2 .....                                            | 45          |
| 11.16 Business Simulation .....                                          | 47          |
| 12. Learning Resources:                                                  |             |
| 12.1 Business Communications .....                                       | 49          |
| 12.2 Business Calculations .....                                         | 49          |
| 12.3 Dictatyping .....                                                   | 50          |



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## PHILOSOPHY OF BUSINESS EDUCATION PROGRAM

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within the program the student has an opportunity to learn more about his role as a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business are established in the classroom and assist students, upon graduation, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,
2. Skills for immediate job entry, and
3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program start with exploratory activities in junior high school and expand in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the electronic age.

## SPECIFIC OBJECTIVES OF THE ALBERTA BUSINESS EDUCATION PROGRAM

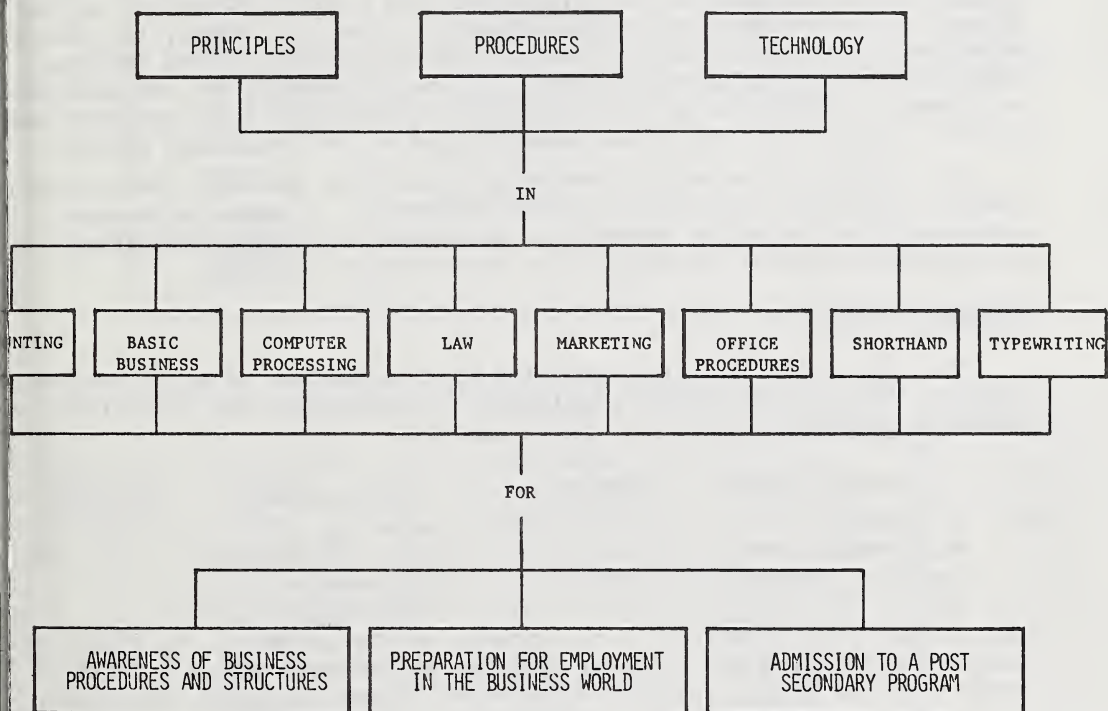
### Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

- 1.1 To provide a meaningful study of the business environment including the ideas, people, and technology of business.
- 1.2 To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.
- 1.3 To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.
- 1.4 To develop acceptable communication and interpersonal skills.
- 1.5 To develop the thinking strategies and problem-solving abilities of students.
- 1.6 To provide an opportunity for students to relate and apply learnings in business education to other areas of study.
- 1.7 To expose students to the vast laboratory of business for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.
- 1.8 To provide for a general understanding of business and the development of skills for personal-use.
- 1.9 To provide background skills and knowledge for specialization in business and or admission to post-secondary programs.
- 1.10 To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW  
OF  
BUSINESS EDUCATION HIGH SCHOOL PROGRAM

A STUDY OF BUSINESS



## GUIDELINES FOR COURSE PLANNING

### General Guidelines

The content for the business education program has been organized into modules which require 25 hours of instruction time. These modules are to be formatted into 3 or 5 credit courses at the grade 10, 11 and/or 12 level. Each school or school jurisdiction will determine the level at which the courses will be offered and the modules therein.

Modules are designated as core or elective. Elective modules may only be selected if students have completed the core modules within the subject strand. If two or more levels are offered in a subject strand, the course which includes the core modules becomes the prerequisite to the advanced level courses. Certain modules have additional prerequisites and some have requirements related to equipment support. These constraints are indicated in the Junior-Senior High School Handbook and/or the curriculum guides.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency and establish appropriate standards for student evaluation jurisdictions may wish to monitor the sequencing of modules.

### Subject Strands

The high school business education program consists of eight subject strands. The maximum credits available to a student for use on a high school diploma are:

| <u>Subject Strand</u>    | <u>Credits</u> | <u>Subject Strand</u>  | <u>Credits</u> |
|--------------------------|----------------|------------------------|----------------|
| Accounting .....         | 13             | Marketing .....        | 10             |
| Basic Business .....     | 10             | Office Procedures .... | 10             |
| Computer Processing .... | 15             | Shorthand .....        | 10             |
| Law .....                | 10             | Typewriting .....      | 15             |

Schools may offer courses of 3 or 5 credits at the grade 10, 11, and/or 12 level by selecting 3 or 5 modules from the subject area strand. Total credits available to a subject strand cannot exceed the number specified.

A subject course may be enhanced by selecting a module or modules from the "optional" strand that supports the intent of the subject area. Not more than one optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research Module and the Business Simulation Module may, however, be used once in each subject strand provided that the topic is not duplicated.

### Business Education 10, 20, and 30

In addition to the courses designated under the subject strands, up to 10 credits may be offered in each of Business Education 10, 20 and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses may be created by selecting a number of modules from the "optional" column as well as from the subject strands. Elective modules from the subject strands may only be selected if students have taken the core modules identified in the subject strands.



# BUSINESS EDUCATION MATRIX

| (15)* TYPEWRITING                                | (10)* SHORTHAND                                    | (10)* OFFICE PROCEDURES               | (10)* BASIC BUSINESS                           |
|--------------------------------------------------|----------------------------------------------------|---------------------------------------|------------------------------------------------|
| C 1. Keyboarding                                 | C 1. Shorthand Theory 1                            | C 1. Structure of the Business Office | C 1. Canadian Business                         |
| C 2. Keyboarding, Centering and Tabulation       | C 2. Shorthand Theory 2                            | E 2. Personnel in the Business Office | C 2. Personal Financial Planning               |
| C 3. Letters & Essays                            | C 3. Shorthand Theory 3                            | E 3. Business Communication           | E 3. Small Business Management I               |
| C 4. Reports                                     | E 4. Shorthand Theory, Dictation & Transcription 1 | E 4. Records Management               | E 4. Economic Concepts                         |
| C 5. Letters & Tables                            | E 5. Shorthand Theory, Dictation & Transcription 2 | E 5. Information Processing           | E 5. Consumer Credit                           |
| C 6. Manuscripts                                 | E 6. Speed & Transcription Skill Building 1        | E 6. Clerical Routines                | E 6. Management Techniques                     |
| C 7. Tables, Business Forms, & Financial Reports | E 7. Speed & Transcription Skill Building 2        | E 7. Secretarial Routines             | E 7. Insurance                                 |
| C 8. Business Correspondence                     | E 8. Speed & Transcription Skill Building 3        | E 8. Office Specialties I             | E 8. Small Business Management II (Simulation) |
| E 9. Specialized Production Applications         | E 9. Speed & Transcription Skill Building 4        | E 9. Office Specialties II            |                                                |
| E 10. Production Projects & Review               | E 10. Speed & Transcription Skill Building 5       | E 10. Office Simulation               |                                                |
| E 11. Professional Applications I                |                                                    |                                       |                                                |
| E 12. Professional Applications II               |                                                    |                                       |                                                |
| E 13. Simulation 1                               |                                                    |                                       |                                                |
| E 14. Simulation 11                              |                                                    |                                       |                                                |

| (5)* LAW                    | (13)* ACCOUNTING                                        | (10)* MARKETING                           | (15)* COMPUTER PROCESSING                                      | (30) OPTIONAL BUSINESS EDUCATION 10, 20, 30 |
|-----------------------------|---------------------------------------------------------|-------------------------------------------|----------------------------------------------------------------|---------------------------------------------|
| e of Law and the Law System | C 1. Basic Accounting Concepts                          | C 1. World of Marketing                   | C 1. Introduction to Computers                                 | E 1. Business Communication - Development   |
| ct Law                      | C 2. Journalizing and Posting                           | E 2. Marketing Research                   | C 1a. Overview of Intro. Programming Language                  | E 2. Business Communication - Practice      |
| al Justice System           | C 3. Completing the Accounting Cycle                    | E 3. Distribution of Goods and Services   | C 2. Computers and Society                                     | E 3. Business Communication - Integration   |
| Rights and Abilities        | C 4. Merchandise Accounting                             | E 4. Purchasing & Controlling Merchandise | C 3. Program Design                                            | E 4. Business Calculation 1                 |
| aw                          | C 5. End-of-Year Adjustments & 8-Column Worksheets      | E 5. Advertising and Sales Promotion      | E 4. Overview of Software                                      | E 5. Business Calculation 2                 |
| er Law                      | E 6. Optional Accounting Tasks                          | E 6. Salesmanship                         | E 5. Applications: Data Entry                                  | E 6. Business Calculation 3                 |
| Law                         | E 7. Voucher System and End-of-Year Adjust.             | E 7. Display                              | E 6. Applications: Word Processing                             | E 7. Record Keeping 1                       |
| ty Law                      | E 8. Departmentalized Accounting                        | E 8. Pricing and Financial Activities     | E 7. Applications: Simulations                                 | E 8. Record Keeping 2                       |
| versal Issues               | E 9. Partnership and Corporation Accounting             | E 9. Research Module                      | E 8. Fundamentals of Input/Output                              | E 9. Record Keeping 3                       |
| ch Module                   | E 10. Cost Accounting                                   |                                           | E 9. Introduction to Advanced Computer Program. Techniques     | E 10. Business Research Project             |
|                             | E 11. Financial Analysis                                |                                           | E 10. Advanced Computer Program. Techniques                    | E 11. Goal Setting and Career Development   |
|                             | E 12. Accounting Simulation I                           |                                           | E 11. Extended Programming Project                             | E 12. Dicta Typing 1                        |
|                             | E 13. Accounting Simulation II: Computerized Accounting |                                           | E 12. Graphics                                                 | E 13. Dicta Typing 2                        |
|                             |                                                         |                                           | E 13. Systems Analysis and Program Development                 | E 14. Word Processing 1                     |
|                             |                                                         |                                           | E 14. Intro. to Second (High Level) Programming Language       | E 15. Word Processing 2                     |
|                             |                                                         |                                           | E 15. Applications in Second (High Level) Programming Language | E 16. Business Simulation                   |
|                             |                                                         |                                           | E 16. Extended Project in Second (High Level) Language         |                                             |
|                             |                                                         |                                           | E 17. Machine/Assembly Language                                |                                             |

imum credits available.  
 ules are prerequisite to elective modules

Revised 83 08 15

## ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available from Alberta Education to administrators and business education teachers.

### From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide (Interim)
4. Basic Business 10-20-30 (Interim)
5. Computer Processing 10-20-30 (Interim)
6. Law 10-20-30 (Interim)
7. Marketing 10-20-30 (Interim)
8. Office Procedures 10-20-30 (Interim)
9. Shorthand 10-20-30 (Interim)
10. Typewriting 10-20-30 (Interim)
11. Optional (Business Education 10-20-30) (Interim)
12. Junior High School Typewriting Curriculum Guide, 1973
13. Draft Junior High School Option Curriculum Guide

### From School Book Branch

1. School Branch Catalog
2. Implementing Computer Literacy Programs in Schools (Section 3)

For further information, contact Curriculum Branch, (Program Development Division), Edmonton or Calgary Regional Offices, (Program Delivery Division)



BUSINESS EDUCATION 10  
BUSINESS EDUCATION 20  
BUSINESS EDUCATION 30

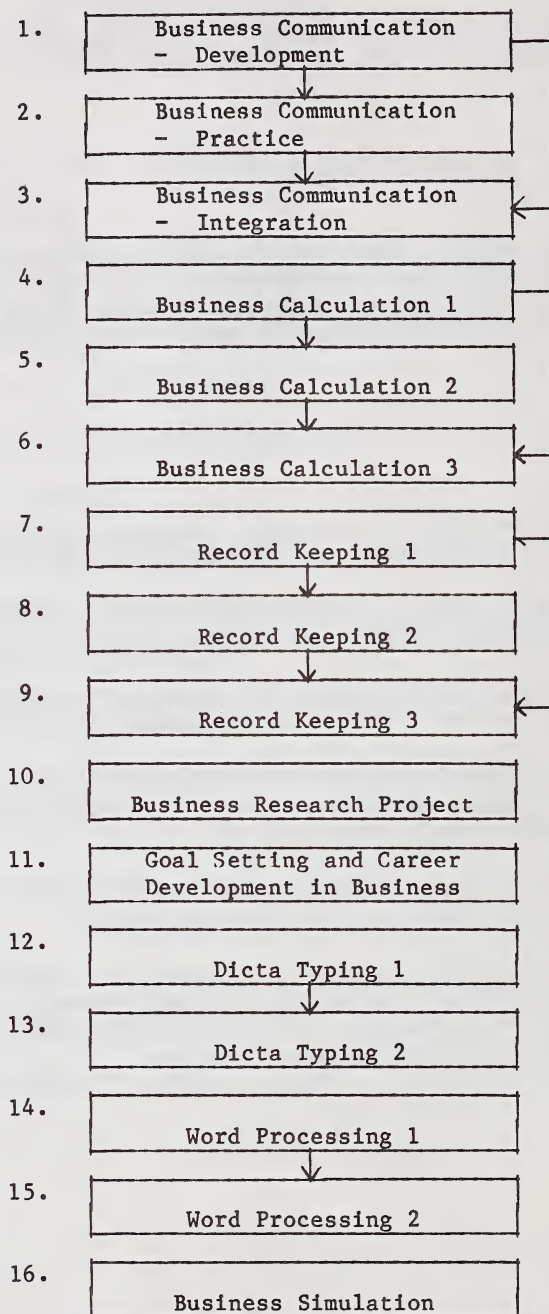
### Introduction to Optional Strand

The optional modules have been created to provide that kind of vertical and lateral flexibility most valuable in an electronic age. Some of the modules address the technological advancements while others address the basic skills essential to effective communication and calculations within the business environment.

### Objectives:

1. To develop effective personal communicating and calculating skills suitable for personal and business-related activities.
2. To expand knowledge of and skill in dealing with the procedures and technology common to a modern business office.
3. To integrate basic skills and knowledge through experience in situations that reflect the standards and environment of business.
4. To recognize the purpose of and become adept in the efficient use of the technology that supports the communicating and calculating functions in the modern office.
5. To analyze personal attributes, establish suitable goals and develop plans for a career in the business world.
6. To recognize the sources of information available to assist in the decision-making process and, through research, increase the level of skill and knowledge in an area that is of personal interest and is relevant to the business program.

# FLOWCHART OF MODULES WITHIN OPTIONAL STRAND



### Notes on Course Implementation

The Optional strand identifies 16 elective modules. When planning the school program, the optional modules may be used in two ways:

1. As the content within the optional modules is suitable for integration within the eight subject strands (Accounting, Basic Business, Computer Processing, Law, Marketing, Office Procedures, Shorthand and Typewriting) one optional module may be included in a 3-credit course and two optional modules may be included in a 5-credit course. For example, Typewriting 20 (5 credits) could include Typewriting modules nos. 6, 7, 8, and optional module nos. 12 (Dicta Typing 1) and 14 (Word Processing 1).
2. Three or more modules from the Optional strand may be combined to form a course. For example, optional modules nos. 14, 15, 16 could be combined to form a 3-credit course on Word Processing. This would be registered as Business Education 10, 20 or 30.

If the Business Communication, Business Calculation, or Record Keeping modules are grouped together to form 3-credit courses, the modules should be offered in the sequence shown in the Flowchart of Modules.

In addition to the above, courses may also be formed by selecting modules from two or more of the nine business education strands, (Accounting, Basic Business, Computer Processing, Law, Marketing, Office Procedures, Shorthand, Typewriting and Optional). This lateral combination of modules will still be identified as Business Education 10, 20, and/or 30.

Up to 10 credits is available to a student under Business Education 10, 20, 30 at each grade level to a maximum of 30 credits.

The Business Research Project (module no. 10) and Business Simulation (module no. 16) may be used more than once in a student's program (see limitation established in Item No. 2, above) in cases where there is no duplication in the research or simulation topics.

Refer to individual modules for further information on prerequisites or equipment requirements.



MODULE 1: BUSINESS COMMUNICATION: DEVELOPMENT

Status: Elective

Prerequisite: None

se: To improve basic communication skills within the parameters of the business community.

| TOPIC                                     | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TEACHING NOTES |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Proofreading                              | <p>The student will:</p> <p>locate and correct spelling and technical errors</p> <p>recognize and use proofreading symbols</p>                                                                                                                                                                                                                                                                                                                                    |                |
| Vocabulary/<br>Terminology<br>Development | <p>develop skills in usage, spelling and division of commonly-used business words</p> <p>develop correct pronunciation and enunciation of commonly-used business words</p> <p>verbally apply the vocabulary and terminology presented</p> <p>describe the function of the Canadian Postal Code and the United States Postal Zip Code</p> <p>use numeric dating system</p> <p>know and properly employ current abbreviations and other terms such as "acronym"</p> |                |
| Sentence Structure                        | <p>structure sentences correctly in written and oral form</p> <p>capitalize and punctuate sentences correctly</p> <p>use proper oral phrasing</p>                                                                                                                                                                                                                                                                                                                 |                |
| Paragraph<br>Development                  | <p>write paragraphs that demonstrate unity, coherence, and emphasis</p> <p>use proper oral phrasing</p>                                                                                                                                                                                                                                                                                                                                                           |                |



| TOPIC          | LEARNING TASKS                                                                                                                                                                                | TEACHING NOTES |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Composition    | compose in appropriate style and with suitable wording various forms of communications such as letters, memoranda, precis, messages, and reports                                              |                |
| Information    | assess reference sources such as dictionaries, handbooks, manuals, libraries, atlases, periodicals and newspapers                                                                             |                |
| Report Writing | <p>compose and present in verbal and/or written form an effectively researched short report (recommended approximately 200 words in length)</p> <p>recognize and use proofreading symbols</p> |                |

OPTIONAL

MODULE 2: BUSINESS COMMUNICATION: PRACTICE

Status: Elective  
Prerequisite: None

se: To develop and practice speaking, listening, reading and writing skills used within the parameters of the business community.

| TOPIC         | LEARNING TASKS                                                                                                                                                                                                                                                                                                            | TEACHING NOTES |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| aking Skills  | <p>The student will:</p> <p>continue to develop and demonstrate speaking skills most appropriate to the business community</p> <p>assess strengths and weaknesses of personal speaking skills</p> <p>give oral instructions in person or on cassette recordings to enable another person to complete a specified task</p> |                |
| tening Skills | <p>continue to develop and demonstrate good listening skills</p> <p>assess strengths and weaknesses of personal listening skills</p> <p>receive instructions from a person or cassette recording and develop a plan to complete a specified task</p>                                                                      |                |
| ding Skills   | <p>develop and demonstrate efficient reading skills</p> <p>assess strengths and weaknesses of personal reading skills</p> <p>identify various types of reading materials and demonstrate appropriate reading skill</p> <p>increase comprehension skills</p>                                                               |                |
| ting Skills   | <p>continue to develop writing components emphasized in vocabulary, sentence and paragraph development</p> <p>apply composition skills in correspondence regarding inquiry, refusal, thanks, collection and complaint</p>                                                                                                 |                |

OPTIONAL: 2:1

| TOPIC                           | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TEACHING NOTES |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Writing Skills<br>(cont'd)      | produce summaries of business reports,<br>magazine articles and research data using:<br>a. point summary<br>b. sentence summary<br>c. precis                                                                                                                                                                                                                                                                                                                                                                                                                     |                |
| Information<br>Gathering Skills | research a theme with the use of<br>newspapers, periodicals, voice and visual<br>reproduction and library resources<br><br>document a report incorporating<br>information gathered from business<br>personnel and recognized authorities<br><br>present individually-prepared oral and/or<br>written reports                                                                                                                                                                                                                                                     |                |
| Editing Skills                  | continue to develop rudimentary<br>proofreading skills to produce mailable<br>copy from a variety of rough draft material<br><br>continue to use correct proofreading<br>symbols<br><br>develop critical and analytical editing<br>skills (e.g., recognition of<br>inconsistencies, redundancies, repetitions,<br>factual errors) from a variety of rough<br>draft material<br><br>produce an acceptable copy or revision from<br>typewritten and handwritten rough drafts<br><br>apply editing skills in writing, speaking,<br>reading and listening activities |                |
| Report Writing                  | prepare an individual oral and/or written<br>report from the information gathered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |
| Presentation Skills             | develop effective written and oral<br>communication with emphasis on the visual<br>aspect of formal and informal<br>presentations<br><br>understand and demonstrate the importance<br>of appropriate body language<br><br>employ appropriate dress and grooming<br>standards in a manner befitting a business<br>environment                                                                                                                                                                                                                                     |                |

| TOPIC                         | LEARNING TASKS                                                                                                                                                                                                                                           | TEACHING NOTES |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>memory</p> <p>feedback</p> | <p>develop skill in recall of important data and information</p> <p>understand the use of various memory support systems</p> <p>recognize the various types of verbal and non-verbal feedback</p> <p>employ appropriate skills in providing feedback</p> |                |





MODULE 3: BUSINESS COMMUNICATION: INTEGRATION

Status: Elective  
Prerequisite: None

Use: To integrate communication skills with career demands applicable to the business environment.

| TOPIC                                              | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | TEACHING NOTES |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Interaction with<br>Individuals<br>Business Ethics | <p>The student will:</p> <p>demonstrate satisfactory business ethics, etiquette, and attitudes in the performance of job duties</p> <p>greet, introduce and direct others in a business-like manner</p> <p>continue to use correct and effective speaking, listening, reading, writing, editing, and presenting skills</p> <p>develop empathic listening skills in order to promote better interpersonal relationships</p> <p>understand the significance of body language</p> |                |
| Giving Direction                                   | <p>train and supervise a co-worker for specific business tasks</p>                                                                                                                                                                                                                                                                                                                                                                                                             |                |
| Interviews                                         | <p>demonstrate effective communication skills for all types of interviews</p>                                                                                                                                                                                                                                                                                                                                                                                                  |                |
| Interaction with<br>Groups                         | <p>communicate effectively in group situations on a prepared and extemporaneous basis</p> <p>prepare material to be presented to groups on topics related to the business environment</p>                                                                                                                                                                                                                                                                                      |                |
| Meeting Procedures                                 | <p>understand formal and informal meeting procedures</p> <p>employ parliamentary procedures when conducting a meeting</p> <p>prepare an agenda and other needed documents</p> <p>take and transcribe the minutes of a meeting</p>                                                                                                                                                                                                                                              |                |

| TOPIC                                  | LEARNING TASKS                                                                                                                                                                    | TEACHING NOTES |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>Meeting Procedures<br/>(cont'd)</p> | <p>understand role of chairman in facilitating the business of the meeting</p> <p>understand the various types of motions and the related procedures within business meetings</p> |                |

MODULE 4: BUSINESS CALCULATION 1: FUNDAMENTAL CALCULATOR USE

Status: Elective  
Prerequisite: None

Use: To provide the student with the opportunity to learn how to efficiently perform common arithmetic operations using the 10-Key electronic calculator.

Equipment Required: Electronic Printing Calculator - Desk Model (Recommended that each student have access to a calculator).

| TOPIC                                                                     | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | TEACHING NOTES                                                                                                                                         |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>abulary</p> <p>Machine Operation</p>                                   | <p>The student will:</p> <p>express relevant terminology in a meaningful manner</p> <p>demonstrate mastery of each key function on the machine for the following basic operations:</p> <ul style="list-style-type: none"> <li>- addition</li> <li>- subtraction</li> <li>- multiplication</li> <li>- division</li> <li>- error corrections</li> <li>- use of round-off</li> <li>- memory</li> <li>- constant and other features</li> </ul> <p>practice basic machine maintenance and care of materials</p> | <p>Manufacturer's Handbook accompanying each machine</p> <p><u>Mathematics for Business with Machine Applications</u></p> <p>Wallace Pitz - Unit I</p> |
| <p>ing Data</p>                                                           | <p>demonstrate appropriate touch keyboard technique</p> <p>develop speed and accuracy in entry of data</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Vendor's Handbook</p>                                                                                                                               |
| <p>ic Calculator Applications</p> <p>onverting to decimal Percentages</p> | <p>convert fractions, percentages and decimals</p> <p>calculate the percentage of a number</p> <p>calculate the number, given the amount and the percent</p>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                        |

| TOPIC                                                                                                                       | LEARNING TASKS                                                                                                                                                                                                                  | TEACHING NOTES |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <ul style="list-style-type: none"> <li>- Ratio and Proportion</li> <li>- Multiple Operations</li> <li>Estimation</li> </ul> | <ul style="list-style-type: none"> <li>apply the principles of ratio and proportion</li> <li>complete multiple operations on the machine</li> <li>determine through estimation the range of reasonability of answers</li> </ul> |                |

MODULE 5: BUSINESS CALCULATION 2: PERSONAL APPLICATIONS

Status: Elective

Prerequisite: Business Calculations: Module 1 (or demonstrated proficiency in the learning tasks outlined in Module 1).

Purpose: To provide the student with the opportunity to practice and apply the data entry skills.

Equipment Required: Electronic Printing Calculator - Desk Model (Recommended that each student have access to a calculator).

Procedure: Five of the seven elective topics should be selected.

Note: This module is suitable for integration within the Basic Business subject strand.

| TOPIC             | LEARNING TASKS                                                                                                                                                                                                                                                                   | TEACHING NOTES     |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Vocabulary        | The student will:<br><br>express relevant terminology in a meaningful manner                                                                                                                                                                                                     |                    |
| Machine Operation | demonstrate appropriate keyboard techniques<br><br>increase speed and accuracy in entry of data<br><br>demonstrate care of machine and materials                                                                                                                                 |                    |
| Personal Finance  | determine personal budgets through estimating income and planning expenditures<br><br>balance a checkbook<br>reconcile a bank statement<br>calculate the costs of installment buying<br>calculate the costs of mortgaging a home<br>calculate the costs of consumer credit cards | Wallace Unit 6, 12 |
| Insurance         | determine necessary coverage and calculate the cost of insuring a home or other property<br><br>determine the necessary coverage and calculate the cost of insuring automobiles                                                                                                  | Wallace Unit 8     |

OPTIONAL 5:1



| TOPIC                   | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TEACHING NOTES                                                                                                                                                                                                              |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Taxation and Utility | <p>recognize the different categories of life insurance and calculate the relative cost of each plan</p> <p>calculate the costs of home ownership such as property taxes, electricity, water, sewage, and home heating</p> <p>complete the T1 Short tax form</p>                                                                                                                                                                                                                 | <p>Revenue Canada income tax information booklets and training kits, local municipal government departments and local utility companies for information on mill rates and electric, water and sewer, and heating rates.</p> |
| 4. Bank Loans           | <p>become familiar with procedures relevant to borrowing money from a bank</p> <p>perform calculations relating to simple interest on bank loans and the discounting of promissory notes</p>                                                                                                                                                                                                                                                                                     | <p>Wallace, Unit 6</p>                                                                                                                                                                                                      |
| 5. Stocks and Bonds     | <p>become familiar with basic procedures of investing in stocks and bonds</p> <p>calculate brokerage commissions on buy and sell orders</p> <p>calculate accrued interest pertaining to buying and selling bonds</p> <p>interpret financial quotations in the daily paper</p>                                                                                                                                                                                                    | <p>Wallace, Unit 18</p> <p>local paper, financial section</p>                                                                                                                                                               |
| 6. Compound Interest    | <p>demonstrate ability to utilize compound interest and annuity tables</p> <p>utilize compound interest tables to determine the amount of given principal at the end of a certain time frame</p> <p>determine the amount of money needed to invest at a given rate in order to have a specified amount within a given time (present value)</p> <p>utilize annuity tables to determine:</p> <p>a) the amount which an ordinary annuity and an annuity due will be accumulated</p> | <p>Wallace, Units 19-20</p> <p>Compound Interest and Annuity Tables</p>                                                                                                                                                     |

| TOPIC            | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | TEACHING NOTES                                       |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Foreign Exchange | <p>b) the payment for an ordinary annuity and an annuity due accumulated to a given amount</p> <p>c) the present value of an ordinary annuity and an annuity due</p> <p>d) an ordinary annuity and an annuity due given its present value</p> <p>become aware of the various custom duties, sales taxes, and the methods of calculating same</p> <p>calculate the amount of Canadian currency required to obtain a specified amount of foreign currency</p> <p>become aware of the more common methods of purchasing foreign goods abroad</p> <p>become aware of the variety of options for import and export transactions requiring transfer of foreign currency</p> | <p>Wallace, Units 16-17</p> <p>Newspaper or Bank</p> |



MODULE 6: BUSINESS CALCULATION 3: BUSINESS APPLICATIONS

Status: Elective

Prerequisite: Business Calculations: Module 1 (or demonstrated proficiency in the learning tasks outlined in Module 1).

Purpose: To provide further opportunity to increase data entry and calculation skill within business applications.

Equipment Required: Electronic Printing Calculator - Desk Model (Recommended that each student have access to a calculator).

Guidance: Five of the seven elective topics should be selected. Topics already taken in Module 2 should not be repeated.

This module is suitable for integration within the Marketing subject area strand.

| TOPIC                | LEARNING TASKS                                                                                                                                                                                                                                                                                | TEACHING NOTES                               |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Business Terminology | The student will:<br><br>express relevant terminology in a meaningful manner                                                                                                                                                                                                                  |                                              |
| Machine Operation    | demonstrate appropriate keyboard techniques<br><br>increase speed and accuracy in entry of data<br><br>demonstrate care of machine and materials                                                                                                                                              |                                              |
| Payroll Register     | calculate hours of work with time cards<br><br>calculate the gross salary for an employee<br><br>determine payroll deductions and net pay (e.g. UIC, CPP, Income Tax, AHC, Union Dues, Group Insurance, Donations, etc.)                                                                      | Revenue Canada - AHC<br><br>Wallace, Unit 13 |
| Alternate Payroll    | calculate gross salaries based on the various categories of piecework (straight, bonus, differential)<br><br>calculate gross salaries based on the various categories of commission (straight, quota, incentive, salary)<br><br>calculate the amount of cash requisition to meet cash payroll | Wallace, Units 4, 13                         |

| TOPIC                       | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                            | TEACHING NOTES                                                                                                                                                                            |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Metric Measurement       | <p>review the metric system of measurement</p> <p>use metric measurements in solving problems of length, area and volume</p>                                                                                                                                                                                                                                                                                                              | <p>Provincial and Federal Government Booklets on Metrication</p> <p>Wallace, Unit 9</p> <p><u>Calculating Living Area of Residential Buildings</u> (Canadian Real Estate Association)</p> |
| 4. Extensions and Discounts | <p>extend and verify invoices</p> <p>calculate cash, trade and quantity discounts</p> <p>determine single discount equivalents</p>                                                                                                                                                                                                                                                                                                        | <p>Wallace, Unit 4</p>                                                                                                                                                                    |
| 5. Retail Pricing           | <p>calculate the more common marketing and merchandising discounts</p> <p>calculate mark-up on cost</p> <p>assess and analyze how margin of retail calculations should be used in a day-to-day setting</p> <p>determine inventory figures</p> <p>determine cost of goods sold</p> <p>calculate depreciation (straight line, declining balance, sum of digits)</p> <p>calculate profit or loss as set out on a simple income statement</p> | <p>Wallace, Units 5, 21</p>                                                                                                                                                               |
| 6. Foreign Exchange         | <p>become aware of the various customs duties and sales taxes and the methods of calculating same</p> <p>calculate the amount of Canadian currency required to obtain a specified amount of foreign currency</p> <p>become aware of the more common methods of purchasing foreign goods abroad</p> <p>become aware of the variety of options for import and export transactions requiring transfer of foreign currency</p>                | <p>Wallace, Units 16-17</p> <p>Newspaper or Bank</p>                                                                                                                                      |
| 7. Financial Analysis       | <p>demonstrate capability in performing trend analysis and interpretation of trends from income statements and balance sheets</p> <p>determine and interpret ratios of financial stability and component percentages from financial statements</p>                                                                                                                                                                                        | <p>Wallace, Unit 21</p> <p>Annual Corporate Financial Reports</p>                                                                                                                         |

OPTIONAL



MODULE 7: RECORD KEEPING 1: PERSONAL FINANCE

Status: Elective  
Prerequisite: None\*

ose: To provide the student with the basic skills essential in handling personal financial transactions.

ommendations: It is recommended that students be aware of the impact of electronic technology on recordkeeping and have access to microcomputers with suitable software.

he content with Recordkeeping modules is similar to but less difficult than the content within the accounting strand. Consequently, it is recommended that students who are enrolled or who have already received credit in Accounting 10, 20, or 30 should not be permitted to enrol in Recordkeeping 1, 2, or 3.

| TOPIC                      | LEARNING TASKS                                                                                                                                                                                                                                                                                                    | TEACHING NOTES |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| terminology                | The student will:<br><br>define record keeping terms relevant to this topic and use them correctly                                                                                                                                                                                                                |                |
| Basic Skills               | become proficient in performing specific tasks recognized by business                                                                                                                                                                                                                                             |                |
| Penmanship                 | demonstrate correct penmanship techniques                                                                                                                                                                                                                                                                         |                |
| Electronic Banking         | understand the procedures related to electronic banking and the significance for the individual                                                                                                                                                                                                                   |                |
| Functions of Bank Accounts | define and compare the various kinds of personal bank accounts, such as savings and personal chequing accounts<br><br>compare personal bank accounts with those used by business organizations<br><br>understand the purpose of a current account<br><br>demonstrate the preparation of a current account deposit |                |
| Bank Forms                 | understand the use of signature card, passbook, deposit slip, withdrawal slip                                                                                                                                                                                                                                     |                |

| TOPIC                   | LEARNING TASKS                                                                                                                                                                                                                                                                                              | TEACHING NOTES |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Deposits                | practice the preparation of a deposit of coins, bills, and cheques                                                                                                                                                                                                                                          |                |
| Credit Cards            | understand the implications in the use of credit cards<br><br>review a credit card application form                                                                                                                                                                                                         |                |
| Automobile Records      | identify operating costs in owning an automobile<br><br>categorize operating costs into appropriate expenditures<br><br>understand the concept of depreciation<br><br>prepare an automobile expense record from data given<br><br>calculate the averages and percentages from the automobile expense record |                |
| Income and Expenses     | distinguish between gross and net income, fixed and flexible expenses<br><br>record income and expenses on an appropriate accounting form<br><br>calculate the new cash balance                                                                                                                             |                |
| Personal Budgeting      | prepare a personal budget<br><br>prepare a family budget from given data<br><br>prepare an inventory of personal belongings in a personal/family setting                                                                                                                                                    |                |
| Personal Record Keeping | set up system for keeping personal records                                                                                                                                                                                                                                                                  |                |

MODULE 8: RECORD KEEPING 2: CAREER RECORD KEEPING #1

Status: Elective

Prerequisite: None. Recommend student complete Record Keeping 1 prior to taking Record Keeping 2.

Use: To develop familiarity with common business terms and an awareness of the record keeping functions within a variety of clerical careers.

Recommendation: It is recommended that students be aware of the impact of electronic technology on record keeping and have access to microcomputers with suitable software.

At least two of the four career areas should be covered.

| TOPIC                     | LEARNING TASKS                                                                                                                            | TEACHING NOTES |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <u>Retail Sales Clerk</u> | The student will:                                                                                                                         |                |
| Terminology               | define and use terms relevant to retail sales clerk position                                                                              |                |
| Sales Slips               | understand the purpose of and be able to prepare a sales slip                                                                             |                |
| Handling Cash             | compute sales taxes<br>calculate change and practise proper procedures for giving and receiving cash                                      |                |
| Charge Slips              | prepare and maintain accurate records for charge customers                                                                                |                |
| Refunds                   | use proper procedures in dealing with sales returns                                                                                       |                |
| <u>Stock Clerk</u>        |                                                                                                                                           |                |
| Terminology               | define terms relevant to stock clerk position                                                                                             |                |
| Stock Record Cards        | understand the purpose of and be able to prepare a stock record card<br>record the receipt and sale of merchandise on a stock record card |                |
| Purchase Requisition      | prepare a purchase requisition<br>record the purchase requisition on the stock card                                                       |                |

OPTIONAL 8:1

| TOPIC                      | LEARNING TASKS                                                                                                                                          | TEACHING NOTES |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Purchase Order Register    | prepare a purchase order register                                                                                                                       |                |
| <u>3. Purchasing Clerk</u> |                                                                                                                                                         |                |
| Terminology                | define terms related to purchasing clerk position                                                                                                       |                |
| Price Quotation Card       | prepare a price quotation card                                                                                                                          |                |
| Purchase Order             | prepare a purchase order                                                                                                                                |                |
| Purchase Invoices          | verify purchase invoices                                                                                                                                |                |
| <u>4. Payroll Clerk</u>    |                                                                                                                                                         |                |
| Terminology                | define salary, wages, commissions, and piece work earnings                                                                                              |                |
| Time Cards                 | analyze time cards                                                                                                                                      |                |
|                            | determine the total hours worked by an employee                                                                                                         |                |
|                            | calculate overtime hours                                                                                                                                |                |
|                            | compute an employee's total earnings                                                                                                                    |                |
| Payroll Deductions         | understand the concepts of income tax, CPP, UIC, Health Insurance, dental plans Group Life, union dues, private pension plans, charitable contributions |                |
|                            | calculate income tax, CPP and UIC                                                                                                                       |                |
| Payroll Earnings Record    | prepare a payroll earnings record                                                                                                                       |                |
| Employee's Earnings Record | prepare an employee's earnings record                                                                                                                   |                |

MODULE 9: RECORD KEEPING 3: CAREER RECORD KEEPING #2

Status: Elective  
Prerequisite: None

quisite: None. It is recommended that the student complete Record Keeping 1 prior to taking Record Keeping 2.

e: To develop familiarity with common business terms and an awareness of the record keeping functions within a variety a clerical careers.

endation: It is recommended that students be aware of the impact of electronic technology on record keeping and have access to microcomputers with suitable software.

At least two of the four topics should be selected. The concepts covered in this module regarding careers involves greater difficulty than was the case in Module 2.

| TOPIC                                                                                                                                                                                                   | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                              | TEACHING NOTES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <u>Accounts Payable Clerk</u><br>Terminology<br>Purchase Invoices<br>Accounts Payable Ledger<br>Debit Memorandum<br><u>Order Clerk</u><br>Terminology<br>Shipping Order<br>Shipping Charges<br>Invoices | The student will:<br><br>define and use terms relevant to accounts payable clerk<br><br>prepare a purchase invoice<br><br>record purchase invoice in the accounts payable ledger<br><br>prepare a debit memorandum<br><br>define and use terms relevant to an order clerk position<br><br>prepare a shipping order<br><br>compute shipping charges<br>prepare a shipping charge sheet<br><br>prepare an invoice<br>compute a trade discount |                |



| TOPIC                               | LEARNING TASKS                                                                          | TEACHING NOTES |
|-------------------------------------|-----------------------------------------------------------------------------------------|----------------|
| 3. <u>Accounts Receivable Clerk</u> |                                                                                         |                |
| Terminology                         | define and use terms relevant to an accounts receivable clerk                           |                |
| Sales Invoices                      | verify sales invoices                                                                   |                |
| Sales Journal                       | record sales invoices in a sales journal                                                |                |
| Accounts Receivable Ledger          | post from the sales journal to the accounts receivable ledger                           |                |
| Credit Memorandum                   | prepare a credit memorandum<br><br>post a credit memo to the accounts receivable ledger |                |
| Statement of Accounts               | prepare a statement of account                                                          |                |
| 4. <u>Cash Clerk</u>                |                                                                                         |                |
| Terminology                         | define and use terms relevant to a cash clerk                                           |                |
| Receipts                            | prepare cash receipts                                                                   |                |
| Recording Deposit Slips             | prepare and record deposit slips in a business cheque register                          |                |
| Cash Receipts Journal               | record receipts in a cash receipts journal                                              |                |
| Cash Payments                       | prepare and record voucher cheques in a cheque register                                 |                |
| Proving Cash                        | prove cash<br><br>total and rule the cash receipts and payments journal                 |                |

MODULE 10: BUSINESS RESEARCH PROJECT

Status: Elective  
Prerequisite: None

Notes: This module may be included in a student's program more than once if the content in the research project is not duplicated.

| TOPIC                      | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                   | TEACHING NOTES |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Define General Objectives  | <p>The student will:</p> <p>define area of business research</p> <p>define the basic problem and identify the elements within the problem</p> <p>explain the purpose of this research</p> <p>describe the environment in which the research will be undertaken</p> <p>explain the significance and implications this research could have to a wider audience</p> |                |
| Define Specific Objectives | <p>review a variety of methods of research and select the most suitable method</p> <p>define the research procedures to be used to solve the problem</p> <p>develop a timeline for the research</p> <p>establish priorities for the objectives</p>                                                                                                               |                |
| Obtaining Data             | <p>explain how data will be obtained</p> <p>access and list the sources of suitable data</p> <p>distinguish between the primary and secondary data</p>                                                                                                                                                                                                           |                |
| Analyzing Data             | <p>analyze research data using appropriate statistical procedures</p>                                                                                                                                                                                                                                                                                            |                |
| Formulating                | <p>correlate data obtained to the general and specific conclusions</p> <p>develop recommendations for future action</p>                                                                                                                                                                                                                                          |                |

| TOPIC                  | LEARNING TASKS                                                                                                                                                          | TEACHING NOTES |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Evaluating the Results | evaluate the project in terms of:<br>a) meeting objectives<br>b) feasibility of recommendations<br>c) identify internal and external factors that affected the research |                |

#### Suggested Topics for Subject Strands

Marketing

1. Canadian marketing success stories
2. Advertising strategies
3. History of retailing
4. Electronic communication and advertising

Basic Business

1. Ethics in business
2. Automated banking
3. Demise of middle management
4. Computer-assisted decision making

Computer Processing

1. Artificial Intelligence
2. Robotics
3. Networking
4. Lazer Technology

MODULE 11: GOAL SETTING AND CAREER DEVELOPMENT IN BUSINESS

Status: Elective  
Prerequisite: None

Purpose: To study various strategies relating to goal setting and goal attainment and to develop personal goal-oriented techniques for career development in the business world.

| TOPIC                      | LEARNING TASKS                                                                                                                                                                                                                                                                                   | TEACHING NOTES |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Types of Goals             | <p>The student will:</p> <p>distinguish between long range, short range, tangible, and intangible goals</p> <p>distinguish between personal and career goals and recognize the interrelatedness of the two</p>                                                                                   |                |
| Factors in Goal Setting    | <p>select personal life and career goals and state those goals in time-related terms</p> <p>recognize that goals must be realistic, compatible, and attainable</p> <p>recognize that career goals must consider personal characteristics, and present business environment and opportunities</p> |                |
| Techniques of Goal Setting | <p>express goals clearly and in detail</p> <p>list goals according to priority</p> <p>design alternative plans for achieving goals</p> <p>demonstrate a strong determination for goal attainment</p>                                                                                             |                |
| Problem-Solving Strategies | <p>identify any need for change in order to meet the personal and career goals</p> <p>describe the problem in specific terms</p> <p>generate a number of solutions</p> <p>evaluate, positively, each possible solution</p> <p>select the best solution</p>                                       |                |

| TOPIC                | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                               | TEACHING NOTES                                           |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Coping with Stress   | <p>describe and examine current theories of stress with particular reference to the business office</p> <p>evaluate the effectiveness of various methods of coping in given situations</p>                                                                                                                                                                                   | Directions for the Future                                |
| Career Goals         | <p>assess personal strengths and weaknesses, and likes and dislikes</p> <p>discuss available alternatives and opportunities for careers in the business world</p> <p>balance the factors that may affect the career goal</p> <p>identify the various business careers opportunities, assessing the requirements, responsibilities, advantages, disadvantages and rewards</p> |                                                          |
| Educational Programs | <p>describe the various programs available in high school, college and university to achieve the identified goals</p>                                                                                                                                                                                                                                                        |                                                          |
| Occupational Choices | <p>differentiate between blue-collar, white-collar and professional occupations</p> <p>explain the relative merits of each occupation</p>                                                                                                                                                                                                                                    |                                                          |
| Job Search           | <p>identify prospective employers</p> <p>develop a comprehensive resume, a covering letter and a plan for contacting employers</p> <p>demonstrate the ability to complete applications forms properly</p> <p>prepare for various types of interviews</p>                                                                                                                     | Job Seekers Handbook.<br>Alberta Government Publications |



MODULE 12: DICTATYPING 1

Status: Elective

Prerequisite: Typewriting, Module 1 to 8

Purpose: To introduce the student to dictation equipment and transcription skills.

Notes: This module must be taught on equipment which has transcription capability.

| TOPIC                         | LEARNING TASKS                                                                                                                                                                                                                                                                             | TEACHING NOTES |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Transcription<br>Work Station | <p>The student will:</p> <p>identify parts of the transcription units, for example, headset, foot control, and control unit</p>                                                                                                                                                            |                |
| Operating Procedures          | <p>demonstrate various functions of equipment; for example: fast forward, rewind, erase, listen, tone control, volume control, and eject</p>                                                                                                                                               |                |
| Listening Skills              | <p>develop skill in demonstrating efficient and effective listening technique</p>                                                                                                                                                                                                          |                |
| Editing Skills                | <p>apply correct business English skills to transcription process; for example, spelling, punctuation, capitalization, figures, and abbreviations</p>                                                                                                                                      |                |
| Transcription<br>Procedures   | <p>demonstrate proper transcription procedures in correct use of material, dictation equipment and completed transcript</p> <p>increase transcription speed through applications of acceptable transcription techniques</p> <p>develop skill in producing mailable copy on first draft</p> |                |
| Special Instructions          | <p>understand how to respond to special instructions from dictator</p>                                                                                                                                                                                                                     |                |
| Transcription<br>Applications | <p>utilize reference material; such as, dictionary, thesaurus, English reference</p> <p>transcribe simple material from dictated medium in sentences, paragraphs, short letters</p>                                                                                                        |                |



# MODULE 13: Dictatyping 2

Status: Elective

Prerequisite: Typewriting, Module 1 to 8

Purpose: To expand production skills and efficient dictation procedures through a variety of applications.

Notes: This module must be taught on equipment which has transcription capability. Access to dictation equipment is necessary.

| TOPIC                                    | LEARNING TASKS                                                                                                                                                                                                                                                                       | TEACHING NOTES |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Dictation and Transcription work Station | <p>The student will:</p> <p>demonstrate efficient use of the machine parts and functions of dictation and transcription equipment</p> <p>demonstrate the proper use of the transcription unit and care of supplies</p> <p>understand the use of edit slips for special notations</p> |                |
| Listening Skills                         | <p>expand skill in demonstrating efficient and effective listening technique</p>                                                                                                                                                                                                     |                |
| Editing Skills                           | <p>demonstrate effective editing skills through preparation of mailable transcripts</p> <p>maintain a record of transcription errors</p>                                                                                                                                             |                |
| Dictation Skills                         | <p>understand the basic techniques of effective dictation</p> <p>recognize the importance of effective dictation to the production of mailable transcripts</p> <p>demonstrate proper dictation skills of letters and short reports</p>                                               |                |
| Production Speed Development             | <p>expand ability to produce mailable transcripts at an efficient rate</p> <p>maintain a record of the rate of transcription speed on a variety of dictated material</p>                                                                                                             |                |



MODULE 14: WORD PROCESSING 1

Status: Elective  
Prerequisite: None

Purpose: To introduce the student to the use of text editing equipment and develop skill in the basic functions of word processing.

Notes: This module must be taught on text-editing equipment which has a minimum of 32K memory. Recommended student-machine ratio is 1 to 1.

Recommendation: Students planning to develop word processing skills for job-entry should have a prerequisite of Typewriting, Modules 1-8.

| TOPIC                         | LEARNING TASKS                                                                                                                                                                                                 | TEACHING NOTES |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Terminology                   | The student will:<br><br>understand and be able to apply appropriate terms related to word processing                                                                                                          |                |
| Equipment                     | identify the parts of the word processor; for example, display, screen, diskette, printer, central processing unit, and keyboard                                                                               |                |
| Care of Hardware and Software | recognize the importance of proper care and maintenance of hardware and software and demonstrate proper procedures when handling diskette, changing ribbons/print wheels, loading paper, and storing diskettes |                |
| Use of Vendor Support Manuals | become familiar with and understand the use of vendor manuals<br><br>refer to vendor manuals as necessary                                                                                                      |                |
| Input Procedures              | recognize and demonstrate efficient procedures for input of information and data                                                                                                                               |                |
| Format Functions              | identify and demonstrate the proper use of format functions; such as, tabs, margins, cursor position, center position, page number, line number, document name, and diskette name                              |                |



| TOPIC                            | LEARNING TASKS                                                                                                                                                                                                                                                                     | TEACHING NOTES |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Production Applications          | create documents in mailable form from a variety of source documents in letter and manuscript format                                                                                                                                                                               |                |
| Editing and Correction Functions | <p>revise documents by inserting, deleting, moving, and searching</p> <p>change document format by adjusting margins, line format, tabulation settings, and page formats</p>                                                                                                       |                |
| Storage and Management of Input  | <p>name, rename, and store documents</p> <p>name, rename, and store diskettes</p> <p>delete documents and clear diskettes</p> <p>recognize the importance of maintaining reference documents for electronically stored material</p>                                                |                |
| Output Procedures                | <p>be able to produce mailable single and multi-page documents in an efficient way</p> <p>understand the procedures for pagination, justification, and hyphenation</p> <p>demonstrate efficient procedures in retrieval of diskette contents through visual and print displays</p> |                |
| Duplication Procedures           | demonstrate proper procedure for duplication of information for back-up storage                                                                                                                                                                                                    |                |
| Specialized Equipment Features   | become familiar with the special features available on particular equipment in use, such as spell function and graphics                                                                                                                                                            |                |

# MODULE 15: WORD PROCESSING 2

Status: Elective  
 Prerequisite: Word Processing I, Module 14.  
 Recommend: Typewriting Modules 1-8.

**Purpose:** To develop skills in the efficient use of text editing equipment through appropriate production application.

**Notes:** This module must be offered on text-editing equipment which has a minimum of 32K memory (recommended one student to each machine).

| TOPIC                          | LEARNING TASKS                                                                                                                                                                                                                                                                                                                                                                                                                          | TEACHING NOTES |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Procedures and Process         | The student will:<br><br>continue to demonstrate correct word processing procedures as introduced and developed in Module 14: <u>Word Processing 1</u>                                                                                                                                                                                                                                                                                  |                |
| Use of Equipment and Resources | demonstrate proper care of hardware and software<br><br>make appropriate use of reference materials                                                                                                                                                                                                                                                                                                                                     |                |
| Production Applications        | prepare a variety of material utilizing all the functions of the word processor in the production of letters, manuscripts, and business reports, business and statistical tables, business forms and labels<br><br>produce documents pertaining to specialized area of business such as: insurance, legal, medical and petrochemical<br><br>demonstrate proper use of list processing, table generation, and multiple-command functions |                |
| Editing and Revision           | use available correction and revision functions in an efficient manner                                                                                                                                                                                                                                                                                                                                                                  |                |
| Storage of Documents           | store, recall, merge, and rename documents efficiently                                                                                                                                                                                                                                                                                                                                                                                  |                |



MODULE 16: BUSINESS SIMULATION

Status: Elective  
Prerequisite: None

**Purpose:** To encourage the student to expand knowledge and develop decision-making and technical skills relevant to situations within the business environment.

**Notes:** This module may be included in a student's program more than once if the simulation is not duplicated.

| TOPIC                                              | LEARNING TASKS                                                                                                                                                                                                                                         | TEACHING NOTES |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Parameters of Simulation                           | <p>The student will:</p> <p>define the scope of the simulation and establish the parameters</p> <p>define the task in clear, achievable terms</p>                                                                                                      |                |
| Organizing Structure and Interpersonal Interaction | <p>develop an understanding of the interdependence of personnel and their functions in an office</p> <p>increase effectiveness of human relations skills and recognize the importance of such skills in business interactions</p>                      |                |
| Determine Responsibilities                         | <p>become familiar with the responsibilities and interrelatedness of the decision-makers within an office</p> <p>assess personal interests and suitability for a future career</p>                                                                     |                |
| Process and Structure                              | <p>recognize the constraints to decision-making</p> <p>identify suitable strategies</p>                                                                                                                                                                |                |
| Establish Priorities                               | <p>develop an understanding of fundamental work flow within a business environment</p> <p>recognize the constraints of time, personnel and finances</p> <p>increase skill in establishing priorities and procedures that encourage work efficiency</p> |                |
| Evaluation                                         | <p>develop the ability to be self-critical and determine methods to improve the quality and quantity of output</p>                                                                                                                                     |                |





## LEARNING RESOURCES

### Business Communication (Modules 1, 2, 3)

The prescribed learning resources are:

Brown, Burtness and Clark, Effective English for Business Communication, Canadian Edition, Gage

Business Communication, Canadian Edition, Gage

The recommended learning resources are:

Study Projects for Effective English for Business Communication, Canadian Edition, Gage

Teacher's Manual and tests for Effective English for Business Communication, Canadian Edition, Gage

### Business Calculation (Modules 4, 5, 6)

The prescribed learning resources are:

Wallace, Pitz, Mathematics for Business with Machine Applications, Canadian Edition, Gage

The recommended learning resources are:

Workbook 1, Units 1-9 for Mathematics for Business Applications, Canadian Edition, Gage

Workbook 2, Units 10-22 for Mathematics for Business Applications, Canadian Edition, Gage

Teacher's Manual with text solutions for Mathematics for Business Applications, Canadian Edition, Gage

Teacher's Edition Workbook 1 for Mathematics for Business Applications, Canadian Edition, Gage

Teacher's Edition Workbook 2 for Mathematics for Business Applications, Canadian Edition, Gage

## LEARNING RESOURCES

### Dicta-Typing (Modules 12, 13)

The prescribed learning resources are:

Farmer, Brown, Dicta-Typing: A Short Course, Second Edition,  
Gage

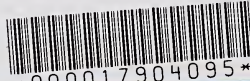
The recommended learning resources are:

Instructor's Manual for Dicta-Typing: A Short Course, Second  
Edition, Gage



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